



**Call for Proposals**

***A Mile High Commitment to  
Change: Reaching New Heights in  
Equity and Social Justice throughout  
the Global Community***

**Proposals must be submitted online no  
later than April 20, 2009.**

*All presenters must register with payment for  
the conference by July 31, 2009.*

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**19th Annual  
International Conference**

**October 28-November 1, 2009**

**Grand Hyatt Hotel  
Denver, Colorado**

**Please read FULL Call for Proposals BEFORE completing your submission online because incomplete and/or incorrectly completed submissions will not be reviewed.**

## ***A Mile High Commitment to Change: Reaching New Heights in Equity and Social Justice throughout the Global Community***

Denver, the site of this year's National Association for Multicultural Education conference, just hosted a successful national convention to nominate the first African American and first openly multiracial President of the United States. In fact, we saw two non-traditional candidates vie for a parties' support to be nominated for President of the United States of America. Both of the candidates represented segments of our population who are still striving for equal opportunity, civil rights, equity, and social justice: women and people of color. Despite this monumental achievement, change for equity, change for justice, and change for universal educational access remain on-going and unfulfilled goals. Some of this change involves equity and social justice in relation to race, gender, national origin, language, sexual orientation, and ability. We must recognize that people throughout the world are still denied because of one or more of these characteristics, the freedoms and civil rights that others take for granted, including access to the best possible education. Other necessary change requires us to transcend identity politics to understand how bigger systems and structures are working to deny all of us our full humanity. This year, we recognize and celebrate the fact that the climb to reach these new heights in educational and social justice need not be taken alone; we stand together as colleagues, friends, and collaborators who advocate for a better world. Together we recommit this year to change.

Multicultural education, as an ideal and process, has been growing and finding new ways to commit itself to equity and social justice since the late 1960s. Still, it means different things to people. Some advocates take a very critical approach, focusing on fleshing out the social and educational oppressions, inequities, and injustices that are hidden or ignored by much of the population. Others establish democratic classrooms in which students explore and act on these issues, particularly within their own communities. Whatever role we play—however we enact our commitments to multicultural education—we must work together and recommit together to confronting the inequities that exist in our schools and communities. At this year's NAME conference, we take on this challenge. We do so in order to reach new heights as we commit to the change we need for equity and social justice in schools and society.

### **Organizing Strands**

Presentations must respond to one of the following strands to receive high ratings by proposal reviewers:

**Complicating “The Gap” and Repaying “The Debt.”** Biases inherent in standardized tests are now well established, as are weaknesses in any one-size-fits-all assessment approach. Still, this assembly-line approach to assessing student learning and teacher competence continues to be a multi-million-dollar-a-year business. The appointment of Chicago Public Schools' “CEO,” Arne Duncan, as Secretary of Education, raises questions about the approach even an Obama Administration may take in seeking to level the educational playing field. Against this backdrop, proposals in this strand should frame and/or reframe “achievement” and the various dimensions of the “achievement gap” (racial, economic, gender, first language, etc.), drawing on complicating ideas such as Nieto's concept of the “sociopolitical context of multicultural education” and Ladson-Billings' conception of the “education debt.” Proposals in this strand should not only raise questions about that gap-debt tension, but also propose new, equity-bound, justice-conscious ways to understand achievement and to eliminate the achievement gap (also described as the “opportunity gap” or the “performance gap”).

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**Defining Effective Multicultural Curriculum Transformation.** A multiculturally-transformed curriculum prepares *all* students for the world as it currently exists—a world in which cultural border crossing is the norm, not the exception, in the everyday. Today the debates surrounding multicultural curriculum transformation focus little on whether or not to undertake it. Instead, they focus almost exclusively on how to engage in it *effectively* and toward what ends. While it is generally agreed that an effective multicultural curriculum transcends “heroes and holidays” and celebrations of diversity, there is far less consensus about how far beyond and in what directions. What is your conceptualization of multicultural curriculum transformation and why? What research in multicultural curriculum development informs your approach to multicultural curriculum transformation? What does an effective multicultural curriculum look like to you and by what criteria do you determine its effectiveness? Proposals in this strand should explore, theoretically and practically, multicultural curriculum transformation.

**Learning from Sister and Brother Movements.** Proposals in this strand should focus on the ways in which multicultural education, as a progressive educational movement and/or reciprocal teaching and learning process, has benefited or might benefit from linkages to—through study of, collaboration with, or integration into—other movements for equity and social justice. How might the field of multicultural education draw intellectual inspiration from, for example, environmental justice or animal rights movements? What political strategies can global human rights networks and peace activist communities offer NAME for more effectively reducing resistance to, and building support for, multicultural education? What can multicultural educators learn from the Jesuits evolution of liberation theology in Latin America in negotiating the relationship between religion and sexual orientation in PK-12 classrooms? How might the proliferation of Hip Hop in oppressed indigenous communities around the world help multicultural and international education build “diaspora alliances” between domestic and international students of color? How might multicultural teacher educators collaborate with like scholar-activists/activist-scholars in these and other movements to build a collective vision of equity and social justice in schools and communities in the United States? Across the Americas? Around the world? Proposals in this strand should describe the structure and benefit of past and existing connections, as well as dream new connections; they should also assess the effectiveness of previous and current connections, and imagine how successes of future collaborations can be determined.

**Multicultural Education to the Future!** Proposals in this strand should consider the ways in which—against tremendous odds—multicultural education theory, practice, and praxis has evolved in the last 30 years and must continue to evolve into the future to both *fight against* educational inequity and injustice, and *fight for* educational equity and justice. As the systems pushing against the realization of equitable and just education have become more and more organized, sophisticated, and powerful, so has multicultural education. And there is no indication that will end any time soon. So multicultural education has to be, at the very least, prepared, resourceful, contemporary, committed, principled, and collaborative. With this future in mind, where does multicultural education need to go next? What educational inequities has multicultural education failed to address at all or adequately in the past? What opportunities does multicultural education need to be poised to grasp in the future?

## Organizing Levels

Each presentation must indicate ONE of the following levels to which content is directed:

- **Introductory** — This presentation is geared for newcomers to the field of multicultural education.
- **Intermediate** — This presentation is geared for those with some exposure to multicultural education.
- **Advanced** — This presentation is geared for mid-career practitioners of multicultural education.
- **Expert** — This presentation is geared for established leaders in the field of multicultural education.

## Directions for Submissions

All proposals must be submitted online. The online submission system can be accessed through NAME's website at [www.nameorg.org](http://www.nameorg.org). Please be prepared to enter the following information:

1. Complete contact information for the lead presenter including email and phone.
2. Full names of all co-presenters and their email addresses.
3. An abstract of the presentation, **no more than 50 words in length**, that will be included in the conference program if the presentation is accepted.
4. A proposal summary of no more than two pages in length. This summary can be attached as a Word file in the submission.

All proposals must comply with the following criteria:

- Proposals **must** reflect the conference theme.
- Proposals **must** indicate an organizing level.
- Proposals **must** be submitted online,
- Abstract and 1-2 page summary **must** be included with the online submission.

## Policies Related to Presenters

Conference presenters are volunteers and **are not compensated** for their presentations or travel. The program policies listed below apply to all organizers, authors, panelists, moderators, discussants, and other session participants.

### Deadline for Submissions

The deadline for all submissions is April 20, 2009. All submissions must be submitted by midnight in your time zone on April 20.

### Who Can Submit a Proposal?

NAME encourages all supporters of multicultural education and educational equity to submit a proposal for the annual conference. The Proposal Review Committee is charged with selecting a balance of proposals that best addresses the conference theme and strands. All presenters are encouraged to hold membership in NAME.

### Registration Required

To guarantee being listed in the annual conference program, all presenters must register for the meeting by **July 31, 2009**. This policy includes anyone who is listed in the program as a presenter, co-presenter, panelist, moderator, or other participant in the session.

### One Session Per Lead Presenter

Only one proposal per lead presenter for each type of session will be accepted. A presenter can be a co-presenter in other sessions, but a lead presenter in only one session.

### Audiovisual Equipment

The quality of a presentation depends in part on how well the material itself is communicated. Presenters are encouraged to creatively use transparencies, slides, PowerPoint, video, handouts, and other visual aids. **Presenters are responsible for ordering and paying for all AV equipment. NAME will NOT provide any AV equipment.** An AV order form will be available on NAME's website by August 2009.

### Interactive Format

Presenters are encouraged to consider formats in which the audience can actively participate. Workshop formats usually involve participants in related activities. Presenters of papers should use no more than 10-20 minutes for a formal presentation to highlight a few of the main ideas. The audience should then have the opportunity to discuss the paper(s) at greater length, allowing the presenter to clarify and expand initial remarks in the discussion.

### Diversity of Presenters

The vitality of NAME flows from its diverse membership. Thus, it is NAME's policy to ensure presentations by and about diverse ethnic, racial, gender, language, religious, socioeconomic, sexual orientation, disability, and geographic groups. Presentations by teachers, school administrators, community activists, government and organization officials, higher education faculty, and others interested in the conference theme are encouraged. Students (high school, undergraduate, and graduate) and international scholars, practitioners, and activists are also encouraged to submit proposals.

## Acceptance of Proposal

Proposals will be reviewed by at least three readers using the following criteria:

- Conference theme & organizing strand (25%)
- Significance of content (40%)
- Objectives and/or purposes (10%)
- Objectives &/or purpose & participant outcomes (10%)
- Organizing level & audience (10%)
- Process of presentation (10%)
- Format (5%)

The rubric used by reviewers can be accessed on NAME's website ([www.nameorg.org](http://www.nameorg.org)).

### Notification of Acceptance

Lead presenters will be notified of the acceptance of their proposals by June 15. For other questions related to the 2009 conference, please contact the NAME office at [name@nameorg.org](mailto:name@nameorg.org).

## Types of Sessions

In addition to general sessions, NAME's program includes five formats for conference sessions: regular concurrent sessions, mini-symposia, Founders Roundtables, poster sessions (primarily for graduate students), and international sessions. All sessions must address the conference theme. All sessions will be scheduled for **75 minutes**.

### Regular Concurrent Sessions

**(ALL Organizing Levels)**

Regular concurrent sessions focus on topics linked to the conference theme. Scheduled for Thursday through Saturday of the conference, these sessions address curriculum, special programs, innovative instructional methods, policy issues, research projects, addressing the strands described on pp. 2-3. If the proposal is for a paper by a single presenter, it may be grouped with other presentations at the same time in the same room. See page 6 for information that should be included in the proposal summary.

### Mini-Symposia

**(Introductory & Intermediate Organizing Levels Only)**

Mini-symposia sessions should be conducted by

**one presenter.** They are held in a large meeting room with 8 or more round tables that seat 10 people each. The format encourages interaction among the presenter and participants. It also supports discussions about developing school and instructional programs and evolving research. **New presenters and graduate students** find this format helpful in gaining feedback on their work. See page 6 for information that should be included in the proposal summary.

### Founders Roundtables

**(Advanced or Expert Organizing Level Only)**

The Founders Roundtables provide a forum for educators, practitioners, students and others to dialogue with the Founders of NAME. In an effort to extend the vision of NAME, a selected number of papers will be analyzed for soundness, validity, and rationality as they pertain to multicultural education. Each session offers candid discussions of critical issues pertaining to a multicultural perspective. A written paper is required for the presentation. Copies of the final paper must be submitted a month before the conference to the Founders Roundtable Chair and should be available for distribution to participants during the presentation.

Two Founders Roundtable sessions of **75 minutes** each will be scheduled during the 2009 conference. **Two papers will be presented at each of these sessions.** Therefore, a maximum of four papers will be selected for presentation. Proposals that are not accepted for the Founders Roundtable will be considered for presentation as a regular concurrent session. See the proposal summary guidelines below for information that should be included in the proposal.

Presentations for the Founders Roundtable must focus on research theories and applications, research projects, curriculum materials, or instructional approaches/strategies.

### Poster Sessions

**(ALL Organizing Levels).**

Poster sessions provide the venue for research and practice to engage in discourse through the use of visual aids. Posters will display research, best practices, novel approaches or current projects on a large, poster board. The poster sessions

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will allow for informal discussions and attendees to speak with the presenters on an individual basis in an intimate environment and interactive style.

The basic content of a Poster Sessions should include, although not be limited to, the following:  
Title (appropriately describing your session)

- Author(s)
- Abstract (300 words or less) posted in the upper lefthand corner of the poster board
- Outline (of research, problem, best practice, or novel approach).
- Method(s) used
- Statistical data (if appropriate) should be titled and summarized in a clear, concise format.

All Poster Sessions will be located in the Conference Hotel Exhibit Hall. Presenters will be provided with a bulletin board and a supply of thumb tacks/push pins (you may want to bring extra). No audiovisual equipment will be provided. During the session time, presenters will remain with their posters to discuss their projects, research findings and/or novel approaches with attendees. Presenters are responsible for setting up their poster session (10 minutes before session begins) and removing it immediately following presentation.

### International Sessions

#### (ALL Organizing Levels)

NAME has long recognized that valuable perspectives on and programs for multiculturalism exist throughout the world. As a result, NAME encourages sessions devoted to the theme of multiculturalism in an international context. An international session should address issues of diversity and multiculturalism outside of the U.S.A. Proposals should address one of the organizing strands on pp. 2-3.

### Information to Include in the Proposal Summary

All proposals should describe the content and process of the proposed presentation. Data or research supporting the presentation should be cited. The two-page proposal summary **must** respond to the following six areas:

1. **Conference Theme.** Briefly describe the content of your presentation. How will it address the conference theme? Which organizing strand will be addressed?
2. **Significance of Content.** Why is the presentation significant? How will it advance our knowledge of or capacity to deliver multicultural education?
3. **Objectives.** What does the presentation seek to accomplish? What are the objectives of the presentation?
4. **Audience/Organizing Level.** For which Organizing Level is the presentation designed (introductory, intermediate, advanced, or expert) and how was this level determined?
5. **Process.** What is the format of the session (e.g., workshop, simulation/role play, group discussion, lecture, artistic performance, etc.)? How will the audience be involved in the session? What handouts will be distributed?
6. **Outcomes.** How will the presentation be of use to conference participants? What should participants learn during the session?

### Lead Presenter Responsibilities

Submission of a proposal is a commitment to make the presentation at NAME's 2009 conference. After the lead presenter has received an acceptance notice, she/he has several important obligations.

1. Complete and return the acceptance form included with the letter of acceptance.
2. Ensure that the other presenters in the session are notified of the acceptance, the time, and date of the presentation.
3. Inform co-presenters that each of them must register with payment for the conference by July 31.
4. Complete the AV form on NAME's website to rent AV equipment if needed.

*All presenters must register with payment for the conference by July 31, 2009.*

5. Register for the annual conference before July 31, 2009 to take advantage of early bird rates. Note that reduced fees apply for early bird registration, which must be received/postmarked **by July 31.**

### Changes in Time of Presentations

NAME views submission of a proposal as a commitment to make the presentation on the assigned date. Dates and times will be included in the acceptance letter on or about June 15 and cannot be changed. If a presenter is unable to make the presentation at that time, he/she should notify Proposal Review Committee Chair, Christine Clark and copy the NAME office no later than September 1.

### Suggestions for Presentations

Presenters may find the following suggestions helpful as they finalize their presentations for the 2009 conference.

- Limit formal presentations to no more than 10-15 minutes per presenter in sessions with multiple presenters to allow time for audience participation in the discussion.
- Use slides or transparencies to illustrate your important points and keep the audience attentive. All audiovisual equipment can be rented if requests are received by the deadline on the AV form, which will be available on NAME's website in August. Fees are the responsibility of the presenter. Make sure the printed text on transparencies and slides is large enough to be read by the audience.

**ALL AV EQUIPMENT IS THE RESPONSIBILITY OF THE PRESENTER. NAME WILL NOT PROVIDE ANY AUDIO VISUAL EQUIPMENT.**

- Bring copies of handouts with you (audiences generally average from 10-50 participants).
- Check NAME's website after Labor Day to review and proof the abstract for your presentation.
- When you arrive at the conference, make sure you are registered and pick up your program and evaluation forms. Check the printed program and conference updates for the assigned room; sometimes sessions have had to be moved from the original room assignment to another.
- Arrive in the assigned room a few minutes ahead of time to check last-minute details and test the AV equipment. Fifteen minutes are scheduled between sessions; therefore, you should plan to arrive at least 15 minutes before the session begins.
- Distribute and collect the evaluation forms for the session and return the completed forms to the NAME registration table.

**Interested in Exhibiting or Advertising?**

**Check the NAME website or contact the NAME office at [name@nameorg.org](mailto:name@nameorg.org)**

### NAME's Anti-Discrimination Statement

NAME is committed to an anti-discrimination policy in all of its programs and services. NAME is consciously and proactively inclusive of all areas of diversity including, but not limited to, race, ethnicity, color, national origin, ancestry, gender, sexual orientation, religion, age, socioeconomic status, marital status, language, disability, or immigration status.

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## 2009 Annual Meeting Expense Estimates

If you are trying to estimate the cost for attending the conference to request travel support, the following information should be helpful. Remember that there will also be fees for AV equipment if needed.

**Housing:** The room rates (excluding taxes) at the **Grand Hyatt Hotel in downtown Denver** will be **\$159** for single, **\$159** for double, **\$184** for triple, and **\$209** for quad occupancy. Suites are available for a range of **\$350 to \$1,200**. Check with the hotel for specific suite rates.

**Registration:** **NAME offers reduced fees for an early bird registration, but registrations must be post-marked by July 31 to take advantage of these special fees.** NAME offers two packages: (1) with meals and (2) without meals. Fees for each package differ based on whether one is a NAME member, a student, or retired. Registration fees for the 2009 conference are projected as follows :

	Type of <u>Registration</u>	NAME <u>Member</u>	Non- <u>Member</u>	Student/ <u>Retired</u>
<b>PACKAGE A – Full Registration with Meals</b> Includes the opening reception, two general session luncheons, President's banquet, and all conference materials and activities.	<b>Early Bird by July 31</b>	<b>\$320</b>	<b>\$580</b>	<b>\$400</b>
	Regular after July 31	<b>\$375</b>	<b>\$625</b>	<b>\$425</b>
	Onsite after Oct. 25	<b>\$405</b>	<b>\$655</b>	<b>\$450</b>
	<b>(Presenters are <u>not</u> eligible for on-site registration; they must register by July 31 to make their presentation.)</b>			
<b>PACKAGE B – Registration without Meals</b> Includes the opening reception, all conference materials and activities.	<b>Early Bird by July 31</b>	<b>\$220</b>	<b>\$480</b>	<b>\$300</b>
	Regular after July 31	<b>\$275</b>	<b>\$525</b>	<b>\$325</b>
	Onsite after Oct. 25	<b>\$305</b>	<b>\$555</b>	<b>\$350</b>
	<b>(Presenters are <u>not</u> eligible for on-site registration; they must register by July 31 to make their presentation.)</b>			

**Registration Materials.** A 2009 conference registration package will be available on NAME's website in May. You must register with payment by July 31 (early bird to ensure your inclusion in the conference program book.

Visit NAME's website for  
the registration form and other information  
on the 2009 conference at

[www.nameorg.org](http://www.nameorg.org)

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## Join NAME Today

NAME, the National Association for Multicultural Education, is the primary membership organization addressing issues of multicultural education throughout the United States and in other countries. NAME was formed in 1990 to bring people together from all levels of education, organizations, businesses, and communities who are committed to achieving education that is multicultural and a society that is fair to all.

NAME is committed to a philosophy of inclusion that incorporates the basic tenets of cultural pluralism, including equity based on culture, ethnicity, race, language, age, gender, socioeconomic status, sexual orientation, disability and religion. NAME chapters focus on all aspects of education including areas such as student achievement, curriculum, assessment, educational opportunity, staffing, student-to-student and student-to-teacher interaction, school climate, prejudice reduction, conflict resolution, and parent-school relations.

*Multicultural Perspectives*, the quarterly journal of NAME, is included in all NAME memberships. Each issue contains information about critical issues, exemplary programs and educational materials and strategies. NAME members also receive an informative NAME newsletter.

### NAME Membership Form

*NAME membership is open to individuals and institutions who have an interest in multicultural education, and value diversity, equity, and social justice.*

Name: \_\_\_\_\_

Position/Job Title: \_\_\_\_\_

Institutional Affiliation: \_\_\_\_\_

Preferred Mailing Address (include title and institution below if part of the address):  
 \_\_\_\_\_  
 \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_ Country: \_\_\_\_\_

Day Phone: \_\_\_\_\_ Evening Phone: \_\_\_\_\_ Fax: \_\_\_\_\_

Email: \_\_\_\_\_ Chapter Affiliation: \_\_\_\_\_

#### Membership Categories

- Regular (\$100)       International (\$65)       Student (\$40)       Lifetime (\$2,000)  
 Community Activist (\$40)       Retired (\$60)       Sustaining Lifetime (\$400/yr over 5 yrs)  
 P-12 Institutional (\$225)       Higher Education Institutional (\$500)       Corporate Institutional (\$1,000)  
 Non-Profit Institutional with Operating Budget <\$25,000 (\$125)  
 Non-Profit Institutional with Operating Budget >\$25,000 (\$250)

#### Method of Payment

- Check (U.S. currency, drawn on U.S. bank) or money order enclosed, made payable to NAME.  
 Purchase order (PO must be attached)  
 Charge my credit card       Visa       Mastercard       American Express

Account Number \_\_\_\_\_

Expiration Date \_\_\_\_\_

Cardholder's Name \_\_\_\_\_

Signature \_\_\_\_\_ Date \_\_\_\_\_

NAME's federal ID number is 72-1193-754.



Complete this membership form online at NAME's web-site ([www.nameorg.org](http://www.nameorg.org)) or mail a copy of this form and payment to:

NAME  
 5272 River Road  
 Suite 430  
 Bethesda, MD 20816

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